



THE MALAWI NATIONAL EXAMINATIONS BOARD

TIMETABLE FOR YEAR 2014 JUNIOR CERTIFICATE EXAMINATION

INSTRUCTIONS:

- Centres may not vary times specified below for the commencement of papers without prior approval from the Board.
- No candidate will be permitted into the examination room after the examination has been in progress for 30 minutes and no extra time will be allowed for late comers.
- Supervisors and invigilators should check both the morning and afternoon schedules prior to sitting of examination papers for the day.
- Supervisors and invigilators should also check the date, time, subject and paper number before opening the envelope.
- Candidates should sign the Declaration form after the code of conduct pertaining to rules applicable to candidates have been read to them to signify that they have understood and accepted that they shall abide by them. This should be done before they write their first paper of this examination.
- CANDIDATES MUST MAKE SURE THAT THE EXAMINATION ENVELOPE MARKED 'A' IS OPENED AND THAT THE ONE MARKED 'B' IS SEALED IN THEIR PRESENCE.**
- After each examination, the supervisor and the invigilator should ensure that all scripts have been collected and enclosed in the return envelope. The Board will not accept scripts sent separately.

MORNING			DATE	AFTERNOON		
Subject Number	Subject Name	Time		Subject Number	Subject Name	Time
J022	Biology	8:30 - 10:30 am (2 hours)	TUESDAY 17 June 2014	J073	Geography	1:30 - 3:30 pm (2 hours)
J082	Home Economics	11:00 - 12:30 pm (1 1/2 hours)				
J131	Mathematics	8:30 - 10:30 am (2 hours)	WEDNESDAY 18 June 2014	J012	Agriculture	1:30 - 3:30 pm (2 hours)
J032/I	Chichewa I	11:00 - 12:30 pm (1 1/2 hours)				
J052/I	English I	8:30 - 10:00 am (1 1/2 hours)	THURSDAY 19 June 2014	J193	Social Studies	1:30 - 3:30 pm (2 hours)
J033	Commercial Studies	10:30 - 12:30 pm (2 hours)				
J052/II	English II	8:30 - 10:15 am (1 h 45 mins)	FRIDAY 20 June 2014	J081	History	1:30 - 3:30 pm (2 hours)
J032/II	Chichewa II	11:00 - 12:00 noon (1 hour)				
J162	Physical Science	8:30 - 10:30 am (2 hours)	MONDAY 23 June 2014	J021	Bible Knowledge	1:00 - 3:00 pm (2 hours)
J124	Life Skills	8:30 - 10:30 am (2 hours)	TUESDAY 24 June 2014	J181	Religious and Moral Education	1:00 - 3:00 pm (2 hours)
J061/I	French I (Oral/Aural)	8:30 am onwards (15 minutes per candidate)	WEDNESDAY 25 June 2014	J061/I	French I (Oral/Aural)	1:00 pm onwards (15 minutes per candidate)
J013/I	Art I	8:30 - 10:30 am (2 hours)		J121	Latin	1:00 - 3:00 pm (2 hours)
J133/I	Metalwork I (Drawing)	11:00 - 12:30 pm (1 1/2 hours)				
J231/I	Woodwork I (Drawing)	11:00 - 12:30 pm (1 1/2 hours)				
J074/I	Geometrical and Orthographic Drawing I	8:30 am onwards (2 hour sessions)	THURSDAY 26 June 2014	J091	Integrated Science	1:30 - 3:30 pm (2 hours)
			FRIDAY 27 June 2014	J133/II	Metalwork II	2:00 - 3:00 pm (1 hour)
				J231/II	Woodwork II	2:00 - 3:00 pm (1 hour)
				J013/II	Art II	1:00 - 3:00 pm (2 hours)
				J061/II	French II	1:00 - 3:00 pm (2 hours)
J074/II	Geometrical and Orthographic Drawing II	8:30 am onwards (2 hour sessions)		J133/III	Metalwork III (Practical)	1:00 pm onwards (2 hour sessions)
				J231/III	Woodwork III (Practical)	1:00 pm onwards (2 hour sessions)

- NOTES: 1. ART PAPER I to be given to candidates on WEDNESDAY, 18 June 2014, i.e. 7 days prior to the day of the examination.
2. Timetables are to be sent to Centres before WEDNESDAY, 8 January, 2014.

Time Table For 2015 Malawi School Certificate Of Education

Aidan Mulkeen



Time Table For 2015 Malawi School Certificate Of Education:

Teachers for Rural Schools Aidan Mulkeen, 2008-01-01 Data for recent years show a turnaround in education the gross enrollment rate in Sub Saharan Africa increased from 78 percent in 1998 99 to 84 percent in 2000 01 and to 91 percent in 2002 03 reflecting broad based growth in access not seen since the 1970s However key challenges remain including a enrolling the last 10 15 percent of out of school children including a growing number of HIV AIDS orphans one of every 10 African children by 2010 b improving learning outcomes and c reducing dropout Maintaining progress will require continuing the reforms to a implement cost effect The Skills Balancing Act in Sub-Saharan Africa Omar Arias, David K. Evans, Indhira Santos, 2019-01-31 Despite strong recent economic growth Sub Saharan Africa has levels of economic transformation poverty reduction and skill development far below those of other regions Smart investments in developing skills aligned with the policy goals of productivity growth inclusion and adaptability can help to accelerate the region s economic transformation in the 21st century Sub Saharan Africa s growing working age population presents a major opportunity to increase shared prosperity Countries in the region have invested heavily in building skills public expenditure on education increased sevenfold over the past 30 years and more children are in school today than ever before Yet systems for building skills in this population have fallen short and these shortcomings significantly impede economic prospects In half of the countries fewer than two in every three children complete primary school even fewer reach and complete higher levels of education Learning outcomes have been persistently poor leading to substantial gaps in basic cognitive skills literacy and numeracy among children young people and adults The literacy rate of the adult population is below 50 percent in many countries functional literacy and numeracy rates are even lower Systemwide change is required to achieve significant progress Multiple agencies at the central and local levels are involved in skills development strategies making skills everyone s problem but no one s responsibility Policies and reforms need to build capacity for evidence based policies and create incentives to align the behaviors of all stakeholders with the pursuit of national skills development goals The Skills Balancing Act in Sub Saharan Africa Investing in Skills for Productivity Inclusivity and Adaptability lays out evidence to inform the policy choices that countries will make in skill investments Each chapter addresses a set of specific questions drawing on original analysis and synthesis of existing studies to explore key areas How the skills appropriate to each stage of the life cycle are acquired and what market and institutional failures affect skills formation What systems are needed for individuals to access these skills including family investments private sector institutions schools and other public programs How those systems can be strengthened How the most vulnerable individuals those who fall outside the standard systems and have missed critical building blocks in skills acquisition can be supported Countries will face trade offs often stark ones that will have distributional impacts and a bearing on their development path Committed leaders reform coalitions and well coordinated policies are essential for taking on the skills balancing act in Sub Saharan Africa *Malawi Demographic and*

Health Survey, 2015-16 ,2017 **The Capability Approach and the Sustainable Development Goals** Brian Vincent Ikejiaku,2024-07-26 This book demonstrates how the capability approach to human development can contribute to the realisation of the 2015 United Nations Sustainable Development Goals SDGs The capability approach dictates that success should not be measured by economic indicators but by people leading meaningful free fulfilled happy or satisfied lives Drawing from a range of disciplinary perspectives this book argues that it is vital that the focus for the SDGs should shift to benefiting the most vulnerable Case studies from across Asia Africa Latin America Global South and the United States the United Kingdom and Australia Global North consider how the capability approach can contribute as a practical framework to achieving the SDGs ambitions for social economic political and legal progress Drawing on insights from a range of disciplines this book will be of interest to researchers and practitioners from the fields of law politics international relations criminology international development sociology public policy area studies and others **Manual for Time-table Planning in the Secondary School** Transvaal (South Africa). Education Department,1981

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